

Competencia II: Desarrollo Social y Emocional

Sub-Competencia: Desarrollo Social

Interacciones con los Adultos
Meta: Los niños buscan la ayuda de los adultos cuando la necesitan.

Nacimiento a 18 meses

Algunos Indicadores para los Niños:

- Lloran, hacen sonidos, o usan movimientos del cuerpo para señalarle al encargado de su cuidado su ayuda, atención, o necesidad de consuelo
- Busca la respuesta de su encargado en situaciones inciertas
- Prueba las respuestas de su encargado para su comportamiento (e.g., llora para ver si el encargado responde)
- Mira al adulto para que le indique del comportamiento apropiado inapropiado

Algunas Estrategias para los Encargados:

- Criar al niño con palabras amables, abrazos, y arrullos
- Responder al niño de una manera consistente
- Proporcionar ayuda y Consuelo cuando el niño esté angustiado
- Mostrar respeto por el niño y por cualquiera en su ambiente
- Proporcionar un medio ambiente con adultos dignos de confianza
- Estar cerca del niño para estar listo

18 a 36 meses

Algunos Indicadores para los Niños:

- Buscan la asistencia del adulto con desafíos
- Periódicamente verifican al adulto por ayuda o para reasegurarse cuando juegan independientemente o con compañeros
- Responden positivamente al reconocimiento y guía del adulto
- Algunas veces comienzan la actividad después de que el encargado le hace sugerencias, (e.g., usan las sugerencias de los adultos para encontrar objetos perdidos para un juguete o artículos que necesitan para una actividad de arte)
- Siguen directivas y requisitos de seguridad

Algunas Estrategias para los Encargados:

- Responder positivamente a las preguntas del niño y llamadas por ayuda
- Fijar límites consistente y apropiados
- Reconocer al comportamiento apropiado del niño
- Seguir las pistas del niño y ofrecer guía cuando sea apropiado
- Compartir cuentos con el niño de experiencias con diversas culturas y poblaciones étnicas

Competencia II: Desarrollo Social y Emocional

Sub-Competencia: Desarrollo Social

Interacciones con los Adultos

Meta: Los niños buscan la ayuda de los adultos cuando la necesitan.

36 a 60 meses

Algunos Indicadores para los Niños:

- Frecuentemente hacen preguntas de adultos para obtener información
- Siguen las directivas de los encargados para un comportamiento apropiado en diferentes medios ambientes
- Traen situaciones de problemas a la atención de los adultos
- Buscan apoyo emocional de los encargados

Algunos Indicadores para los Encargados:

- Establecer momentos de uno-a-uno cuando el niño pueda confiar en el encargado en una base diaria (e.g., a la hora de dormir o después de la cena)
- Comunicar directivas y expectativas claramente
- Reconocer y mostrar apreciación por los logros del niño
- Mostrar respeto por las elecciones e intentos del niño en solucionar problemas ("Esa fue una buena elección, pero quizás no funcione ahora")

60 meses a la Entrada al Kindergaten

Algunos Indicadores para los Niños:

- Reconocen la importancia de la experiencia de los adultos
- Entiende cuando traer problemas a la atención de un adulto
- Evalúan la guía de adultos conocidos
- Hacen preguntas antes de desviarse de reglas y rutinas
- Aceptan las decisiones de los adultos

Algunos Indicadores para los Encargados:

- Ofrecer sugerencias al niño vencer desafíos cuando pregunten por ayuda
- Animar al niño para tratar de resolver problemas de manera independiente
- Permitir al niño hacer errores y platicar con el niño acerca de que puede aprender de ellos
- Contestar a las preguntas del niño acerca de su experiencia

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children develop friendships with peers.

Birth to 18 months

Some Indicators for Children:

- Smiles at caregivers
- Smiles spontaneously at other children
- Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations
- Tracks the behavior of other children (e.g., follows older siblings around)

Some Strategies for Caregivers:

- Respond positively to child's sounds, cries, and moods with verbal and facial expressions
- Playfully imitate child during interactions
- Label child's feelings
- Provide play opportunities with other children including toys from different ..

18 to 36 months

Some Indicators for Children:

- Plays comfortably near another child
- Initiates social interactions with peers
- Shows enthusiasm about the company of other children
- Spontaneously shows affection for familiar playmates

Some Strategies for Caregivers:

- Spend time with child playing and interacting in a friendly manner
- Talk with child about feelings
- Provide opportunities for child to play with other children regularly so that the child is familiar with one or more peers
- Provide toys that can be played with by two or more children at one time
- Support child as he/she plays with and discusses imaginary friends

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children develop friendships with peers.

36 to 60 months

Some Indicators for Children:

- Shows enjoyment in playing with other children
- Initiates an activity with another child
- Separates willingly from adults to play with friends sometimes
- Makes and maintains a friendship with at least one other child

Some Strategies for Caregivers:

- Have meaningful discussions with child
- Engage in conversations with child so he/she can practice listening and talking with others
- Provide opportunities for child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class)

60 months to Kindergarten Entry

Some Indicators for Children:

- Gives social support to others
- Shows loyalty to friends
- Follows suggestions given by a friend about how to proceed in their play
- Has friends in different settings (e.g., neighborhood, school)
- Maintains friendships with two or more peers

Some Strategies for Caregivers:

- Provide opportunities for child to work in small groups in which each child has a specific role and responsibility
- Encourage child to rely on and help other children
- Provide opportunities for child to be part of group projects

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children cooperate with peers.

Birth to 18 months

Some Indicators for Children:

- Observes other children and imitates their sounds, actions, and motions
- Shows enjoyment in interactions with other children, as expressed in gestures, facial expressions, and vocalizations
- Begins to take turns with primary caregiver during play, with assistance

Some Strategies for Caregivers:

- Show respect for child and everyone in his/her environment
- Model cooperation and sharing with others in daily tasks (e.g., preparing a meal with other family members)
- Provide opportunities for child to interact with other children

Plan turn-taking games with child

18 to 36 months

Some Indicators for Children:

- Plays side-by-side with other children at times
- Takes turns during play with peers, with considerable assistance
- Gives up and keeps toys and other things during playful interactions with peers, with assistance

Some Strategies for Caregivers:

- Cooperate with child during play
- Talk with child about cooperation during your playful interactions
- Encourage sharing and taking turns while child interacts with you
- Provide toys that can be played with by two or more children at one time to promote sharing

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers
Goal: Children cooperate with peers.

36 to 60 months

Some Indicators for Children:

- Plays with other children independently at times
- Cooperates with other children, with assistance
- Shares materials and toys during play, with assistance
- Makes decisions with other children, with assistance

Some Strategies for Caregivers:

- Cooperate with child and others in daily tasks
- Encourage and acknowledge cooperation when child plays with other children
- Provide opportunities for child to share materials
- Read stories or invent puppet plays in which characters share, take turns, and cooperate

60 months to Kindergarten Entry

Some Indicators for Children:

- Shares materials and toys with other children
- Sustains interactions by cooperating, helping, and sharing
- Completes simple projects with other children
- Plays different roles with children (e.g., leader, follower)

Some Strategies for Caregivers:

- Discuss how different things can happen when people work together
- Provide opportunities for child to help others (e.g., go to food bank)
- Use timer to help child take turns

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children demonstrate positive negotiation skills.

Birth to 18 months

Some Indicators for Children:

- Elicits attention of adults
- Makes needs known
- Accepts adult intervention to negotiate disputes over toys

Some Strategies for Caregivers:

- Respond to child's cues and vocalizations
- Nurture child during stressful times
- Model appropriate negotiation and conflict management behaviors with others
- Provide opportunities for child to play and interact with other children

18 to 36 months

Some Indicators for Children:

- Uses adult help to share, including giving up and keeping toys and other objects
- Asserts ownership by saying "mine"
- Communicates with other children to settle arguments, with assistance
- Indicates preferences and intentions by answering yes/no questions (e.g., "Are you done with that? Are you still using it? Can Joe use it now? Do you want to keep it?")

Some Strategies for Caregivers:

- Listen respectfully and respond to child's needs and requests
- Discuss consequences of behavior, so child learns the "whys" for negotiation and compromise
- Talk with child about rules, limits, and options
- Help child choose acceptable options
- State feelings and intentions when interacting with child and others
- Teach child to avoid aggressive behaviors (e.g., biting, hitting)

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Interactions with Peers

Goal: Children demonstrate positive negotiation skills.

36 to 60 months

Some Indicators for Children:

- Understands concept of “mine” and “his/hers”
- Approaches other children positively
- Shares, barter, and takes turns with other children
- Uses simple strategies to solve problems appropriately individually or in a group (e.g., seeks assistance from an adult)
- Negotiates with other children to solve a problem, with adult assistance
- States a position with reasons

Some Strategies for Caregivers:

- Give suggestions to child for solving problems (e.g., “if we take turns then everyone gets to play”)
- Point out how child’s behavior affects others
- Provide activities that allow child to negotiate social conflicts (e.g., dramatic play, blocks, multicultural dress-up clothes)
- Give child ample time to solve own problems before intervening
- Read stories or invent puppet plays in which characters solve conflicts appropriately
- Be sensitive with child who may need additional assistance with negotiation (e.g.,

60 months to Kindergarten Entry

Some Indicators for Children:

- Uses multiple strategies to resolve conflicts (e.g., first uses words and then seeks assistance)
- Attempts to solve problems with other children independently, by negotiation or other socially acceptable means
- Settles a dispute with another child through negotiation, addressing own rights as well as accommodating the other child’s needs (e.g., “I’ll use the paste for these two pieces of paper and then give it to you.”)
- Uses and accepts compromise

Some Strategies for Caregivers:

- Guide child through conflict resolution by modeling appropriate responses
- Talk with child about how he/she handled a challenging situation
- Encourage child’s attempts to problem-solve and manage conflicts (e.g., by asking “what should we do to solve this problem?”)
- Discuss alternatives to situations

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children demonstrate awareness of behavior and its effects.

Birth to 18 months

Some Indicators for Children:

- Behaves in certain ways to elicit desired responses
- Recognizes that certain adult actions are associated with expected behavior (e.g., “when caregiver puts me in crib, I am supposed to go to sleep”)
- Shows understanding that characters from books are associated with certain actions or behaviors (e.g., animal book and animal sounds)

Some Strategies for Caregivers:

- Respond consistently to child's behaviors with similar actions, tone, and words
- Provide consistent responses, environments, and routines
- Make a game of reacting to child's behavior or actions
- Play turn-taking games with child (e.g., peek-a-boo)

18 to 36 months

Some Indicators for Children:

- Knows playing with certain desirable or forbidden objects will get adults' attention
- Anticipates consequences of a specific behavior, but may not understand why the behavior warrants the consequence
- Knows that bad behavior will elicit negative consequences from adults

Some Strategies for Caregivers:

- Play games with child that demonstrate behavior and effects (e.g., “Simon Says”)
- Read books with child that demonstrate how characters react to one another
- Talk with child about how his/her behavior might make others feel

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children demonstrate awareness of behavior and its effects.

36 to 60 months

Some Indicators for Children:

- Takes turns and shares with peers to have fun playing together
- Shows understanding of the consequences of own actions on others
- Describes how own actions make others feel and behave
- Describes other children's good behaviors
- Shows empathy for hurt child

Some Strategies for Caregivers:

- Encourage child to discuss links in behavior of others (e.g., "When the baby's tired, she cries." "When Auntie is happy, she smiles.")
- Encourage child to take another's perspective, including cultural perspective, during dramatic play
- Have child create "if-then" scenarios (e.g., if I am good, then we will go for a walk)

60 months to Kindergarten Entry

Some Indicators for Children:

- Cooperates with peers to complete a project with little conflict
- Engages in empathetic, caring behavior so others respond positively
- Justifies own response to others' actions (e.g., "I gave her a hug because she was sad.")
- Guesses how own and others' behavior will influence responses

Some Strategies for Caregivers:

- Help child to predict the consequences of positive and negative behavior
- Encourage child to take another's perspective before making decisions

Domain II: Social and Emotional Development
Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children participate positively in group activities.

Birth to 18 months

Some Indicators for Children:

- Smiles at other children and adults
- Expresses contentment or joy when with other children or when a familiar adult is present
- Participates in simple parallel play with other children

Some Strategies for Caregivers:

- Play with child near other children (e.g., on a playground)
- Provide opportunities for child to be a part of groups (e.g., play groups)
- Encourage child and support child to interact with other children

18 to 36 months

Some Indicators for Children:

- Shows increasing enthusiasm about the company of others
- Begins to share and take turns, with assistance
- Participates in loosely structured group games (e.g., chase, dramatic play)
- Joins a group of other children playing
- Follows simple rules of participation in group activities

Some Strategies for Caregivers:

- Identify with child the groups of which he/she is a member (e.g., family, school, community, cultural communities)

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children participate positively in group activities.

36 to 60 months

Some Indicators for Children:

- Seeks out other children to play with
- Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)
- Notices and comments on who is absent from routine group settings (e.g., “circle time”)
- Identifies self as member of a group (e.g., refers to *our* family, *our* school, *our* team, *our* culture)
- Uses play to explore, practice, and understand social roles

Some Strategies for Caregivers:

- Promote a sense of community and interdependence within groups
- Provide opportunities for dramatic play that promote group work and an understanding of social roles
- Involve child in establishing a few simple rules
- Provide times when child can participate in group activities (e.g., “circle time”)

60 months to Kindergarten Entry

Some Indicators for Children:

- Follows family routines
- Participates in classroom and group routines (e.g., joins other children feeding the fish or building a fort)
- Easily joins in the middle of an on-going group activity
- Invents and sets up activities that include more than one child
- Shows comfort and ease being part of the audience, as well as an active participant, in group events

Some Strategies for Caregivers:

- Provide opportunities for child to contribute ideas to group discussions and decision-making
- Encourage participation in group games, allowing child to make up or modify rules

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children adapt to diverse settings.

Birth to 18 months

Some Indicators for Children:

- Observes surroundings actively
- Demonstrates recognition of a new setting by changing behavior (e.g., looks to parent for guidance)
- Explores new settings with guidance from caregiver

Some Strategies for Caregivers:

- Provide child with a variety of safe environments to explore
- Reassure child and offer comfort in new setting by staying in proximity, having caregivers present.
- Talk with child in advance about upcoming changes in settings
- Provide adequate transition time and forewarnings

18 to 36 months

Some Indicators for Children:

- Separates from primary caregiver in familiar settings outside the home environment
- Explores and plays in a range of familiar settings
- Asks questions or acts in other uncertain ways in new settings and environments
- Displays ease and comfort in a variety of places with familiar adults (e.g., home, church, store, car, playground)

Some Strategies for Caregivers:

- Provide child with predictable world by establishing rituals and routines
- Accept that child may be uncomfortable when routines change and comfort him/her
- Provide child with transitional objects and routines to help adapt to changes in settings
- Introduce child to a variety of settings, including diverse cultural settings (e.g., church, mosque, museums)
- Talk with child about how one setting is different from another setting

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children adapt to diverse settings.

36 to 60 months

Some Indicators for Children:

- Explores toys and materials, and interacts with others in a variety of group settings
- Makes smooth transitions from one activity/setting to the next during the day, with guidance
- Adjusts behavior to different settings (e.g., home, playground, school)

Some Strategies for Caregivers:

- Provide child with advance notice and reminders when changes in schedule are planned
- Provide guidance on and model appropriate behavior for different settings
- Involve child in signaling transition and transition activity (i.e. ringing bell, singing particular song)
- Read books about transitions

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses anticipation of special events in different settings
- Accommodates a variety of settings throughout the day
- Anticipates diverse settings and what will be needed in them (e.g., “First, we’re going to the park, and then to the lake, so I’ll need my swim suit.”)

Some Strategies for Caregivers:

- Prepare child for transitions to kindergarten through a variety of activities (e.g., visit a kindergarten classroom, practice taking a school bus)
- Encourage child to think about and be prepared for diverse cultural settings
- Ask child to describe or draw pictures of different places, including places from his/her cultural background

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children demonstrate empathy for self, others, and the natural world.

Birth to 18 months

Some Indicators for Children:

- Watches and observes other children
- Smiles when sees a smiling face
- Reacts when someone is crying or upset
- Explores plants, flowers, and other living things with multiple senses
- Shows interest in animals and changes in nature

Some Strategies for Caregivers:

- Respond quickly to child's sounds, cries, and moods in a gentle and reassuring way
- Show empathy for child during stressful situations
- Support and stay with child during times of stress
 - Label emotions
 - Model empathetic behavior with child, others, and animals
 - Provide mirrors and opportunities for child to see faces and emotions

18 to 36 months

Some Indicators for Children:

- Notices other children who are happy or sad
- Demonstrates awareness of feelings during pretend play (e.g., soothes a crying doll)
- Labels emotions of self and others (e.g., happy, sad)
- Expresses how another child might feel (e.g., "Tanya is sad because her mother is sick.")
- Expresses interest and excitement about animals and other living things

Some Strategies for Caregivers:

- Demonstrate responses to loss, injury, or pain
- Encourage child to develop an understanding of the feelings, ideas, and actions of others
- Legitimate that having feelings is good, and that emotions we feel are natural
- Help child understand and label own feelings
- Provide opportunities to identify emotions by the use of pictures, posters, and mirrors
- Provide opportunities for dramatic play with simple themes and props, including play themes and props from different

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior

Goal: Children demonstrate empathy for self, others, and the natural world.

36 to 60 months

Some Indicators for Children:

- Notices and shows concern for other children's emotions
- Comforts peers when they are hurt or upset, with adult assistance
- Adopts a variety of roles and feelings during pretend play
- Communicates appropriate feelings for characters in stories
- Cares for, not destroys, plants, flowers, and other living things
- Acts kindly and gently with safe, child-friendly animals

Some Strategies for Caregivers:

- Model a friendly, positive, and courteous manner when listening and responding to child's comments and suggestions
- Read stories to child and elicit responses to characters, including stories from diverse cultures
- Name and discuss feelings (e.g., "You're sad because...")
- Imagine aloud together how animals and plants might feel
- Allow child to play with a friendly animal, with supervision

60 months to Kindergarten Entry

Some Indicators for Children:

- Communicates others' feelings
- Comforts family members or friends who aren't feeling well
- Expresses excitement about special events and accomplishments of others
- Volunteers to assist and comfort peers by using words and actions
- Adjusts plans in consideration of others' wants and needs
- Expresses appropriate emotion when seeing hurt or dead animals (e.g., bird or squirrel)
- Treats the earth and living things with respect

Some Strategies for Caregivers:

- Provide opportunities for child to share and discuss feelings
- Help child to assist others and take others' perspectives into consideration
- Encourage child to draw a picture of a time a friend felt happy, sad, lonely, etc.
- Discuss why a character reacts as he/she did in a story, taking cultural differences into consideration

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Appreciating Diversity

Goal: Children recognize, appreciate, and respect similarities and differences in people.

Birth to 18 months

Some Indicators for Children:

- Focuses attention on others
- Notices others' physical characteristics (e.g., pats others' hair, stares at someone who looks different)
- Distinguishes primary caregivers from others

Some Strategies for Caregivers:

- Model appreciation for diversity with other adults and children
- Read books to child that explore diverse people and cultures
- Introduce child to a second language if possible
- Introduce child to foods from different cultures
- Attend different cultural events with child

18 to 36 months

Some Indicators for Children:

- Plays easily in the presence of other children
- Asks simple questions about other children (e.g., "Will Tommy be in school?")
- Identifies gender and other basic similarities and differences between self and others

Some Strategies for Caregivers:

- Provide opportunities for children to interact with children of diverse abilities, cultures, and ethnicities
- Provide child with a variety of dramatic play materials encouraging role playing of a variety of people, including people from other cultures or differing abilities
- Introduce child to diverse people, experiences, interactions and social settings through books, songs, and people
- Encourage child to develop a sense of fairness for self and for others
- Infuse child's environment with multicultural objects, music, art, and

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Appreciating Diversity

Goal: Children recognize, appreciate, and respect similarities and differences in people.

36 to 60 months

Some Indicators for Children:

- Compares similarities or differences of others (e.g., height, hair color)
- Develops awareness, knowledge, and acceptance of own gender and cultural identity
- Celebrates that different individuals have different kinds of skills and information
- Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs
- Asks questions about other children's families, ethnicity, language, and cultural heritage

Some Strategies for Caregivers:

- Encourage child to describe and appreciate own culture and physical characteristics
- Provide experiences to teach respect and appreciation for self and others
- Celebrate cultural, linguistic, and physical similarities and differences of all children and families
- Give child many opportunities to see people in different roles
- Help child understand that one person

60 months to Kindergarten Entry

Some Indicators for Children:

- Shows concern about fairness within peer group regardless of differences (e.g., "Everyone gets a turn" during a group activity; "That's not fair.")
- Recognizes others' abilities in certain areas (e.g., "Jamie sings really well," "Kelly is a fast runner.")
- Labels and accepts differences in preferences (e.g., food preferences or favorite play activities)
- Notices that other children might use different words for the same object (e.g., "mother" is different in different languages)
- Examines a situation from another person's perspective

Some Strategies for Caregivers:

- Invite families to share their unique traditions (e.g., holidays, food, games)
- Discuss why it is good to celebrate and learn about others' lives and experiences
- Provide opportunities for child to explore differences in other children (e.g., wear a blindfold to learn what it's like to be blind)
- Discuss physical differences and

Domain II: Social and Emotional Development

Sub-Domain: Social Development

Adaptive Social Behavior
Goal: Children adapt to diverse settings.

36 to 60 months

Some Indicators for Children:

- Explores toys and materials, and interacts with others in a variety of group settings
- Makes smooth transitions from one activity/setting to the next during the day, with guidance
- Adjusts behavior to different settings (e.g., home, playground, school)

Some Strategies for Caregivers:

- Provide child with advance notice and reminders when changes in schedule are planned
- Provide guidance on and model appropriate behavior for different settings
- Involve child in signaling transition and transition activity (i.e. ringing bell, singing particular song)
- Read books about transitions

60 months to Kindergarten Entry

Some Indicators for Children:

- Expresses anticipation of special events in different settings
- Accommodates a variety of settings throughout the day
- Anticipates diverse settings and what will be needed in them (e.g., “First, we’re going to the park, and then to the lake, so I’ll need my swim suit.”)

Some Strategies for Caregivers:

- Prepare child for transitions to kindergarten through a variety of activities (e.g., visit a kindergarten classroom, practice taking a school bus)
- Encourage child to think about and be prepared for diverse cultural settings
- Ask child to describe or draw pictures of different places, including places from his/her cultural background